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THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

VOLUME 40 SEPTEMBER 1953 NUMBER 1

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THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MILDRED HAND, *Assistant*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for $1 a year, 10 cents for single copies.

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Bulletin to the Schools

VOLUME 40 SEPTEMBER 1953 NUMBER 1

A Message to Teachers

TO THE 8200 TEACHERS who are beginning their work in the classrooms of New York State this September, I extend my cordial greetings and best wishes. Each one of you is embarking on a career which, I am sure, you will find satisfying and rewarding, and we welcome you as members of the teaching profession. I can not overemphasize the importance of your work nor the responsibilities which now fall upon you. In a very special sense, you are taking your place in the front line of the defenders of our beloved country, for never before in our history has there been greater need for an alert and intelligent citizenry.

To the 104,000 teachers who are reporting again for duty, it is most pleasant to join in the welcome which comes to you from your respective communities and your associates. It is good to know that in every village and city in the State we have a dedicated corps of teachers who are carrying on the high traditions of service to our young people.

We have much reason to be encouraged with the progress made during the past year. The schools in New York State have gone a long way in the improvement in the teaching of the fundamental subjects and in giving special attention to the program for citizenship education. Our planning for the further development of moral and spiritual training among our youth has received special recognition in a number of communities where programs are being developed. The efforts of the Regents Council on Readjustment of High School Education are increasingly bearing fruit and the work of this lay committee, under the leadership of Mrs Isabel Kideney, has been one of the most heartening developments of recent years. I am confident that every teacher will continue to emphasize these important foundations of our teaching.

There is another phase of our program which is very close to my heart. For some time I have been concerned with the seeming lag in the extension of our services to the large group of our young people who are mentally or physically retarded or emotionally disturbed.

New York State has led in many phases of providing educational opportunities for these children, including children with such handicaps as poor vision or hearing, or those suffering from cerebral palsy, orthopedic handicap, or with epilepsy or rheumatic fever. But there is much more to be done, and every school administrator and classroom teacher should give serious thought as to how the task may be carried on. No work can be more genuinely satisfying than helping handicapped boys and girls, not only because of the humane factors, but also because it is economically

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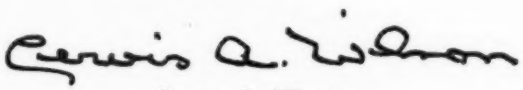
provident to aid as many as possible of these children to become partly or fully self-supporting. This matter needs our earnest attention.

The school year 1953–54, which is the 170th anniversary of the establishment of our Board of Regents (1784), will also mark the 100th anniversary of the establishment of free public schools in New York State (1854) and the 50th anniversary of the bringing together of The University of the State of New York and the State Education Department under the over-all supervision of the Board of Regents (1904). These dates are milestones in our educational progress and they offer an unusual opportunity to call attention to the magnificent educational heritage which has played such a vital part in the history of New York State. The Board of Regents is planning a state-wide Convocation to be held in April 1954, to which I hope every school administrator and teacher can contribute suggestions and plans. I shall try to keep you informed as these plans develop.

The association and the support I have had from school administrators and teachers during the past years have been a deep and abiding satisfaction to me. I am grateful for the friendship and confidence you have given me.

Cordially yours



LEWIS A. WILSON
Commissioner of Education

Meetings

State Council of School Superintendents, Saranac Inn, September 27th–30th

New York State Association of District Superintendents of Schools, Saranac Inn, September 30th–October 2d

38th Annual Professional Conference for Leaders in Vocational and Practical Arts Education, Private Business Schools and Private Trade Schools, Lake Placid Club, October 11th–14th

New York Library Association, Albany, October 22d–24th

New York State School Boards Association, Syracuse, October 25th–27th

National Association of Public School Adult Educators, New York City, October 24th–25th

Adult Education Association of the United States of America, New York City, October 26th–28th

Good Teaching Does Not Just Happen

Beginning a Series of Discussions of Management and Facilities To Insure the Best Schools

A. W. SCHMIDT
Assistant Commissioner for Finance and School Administrative Services

IN THE MONTHS to come there will appear on these pages of the BULLETIN a series of articles dealing with the general subject of school finance and administration. They will be written by staff members of the Division of School Buildings and Grounds, the Bureau of Apportionment, the Bureau of Field Financial Services and the Bureau of Rural Administrative Services.

Of course, schools are built to teach children; to teach them the common branches, to teach them to be good citizens, to develop their personalities and to meet all the objectives that have been established throughout the years. The character and the quality of a school is, naturally, measured in terms of the extent to which it fulfils these objectives, and all agree that the teacher in the classroom is still the most important individual in the educational process.

But good teaching is not something that just happens, or something that can be had for the asking. Good teaching depends not alone on the native ability of the teacher and on good training. It is something which comes with good planning, good management, adequate facilities and suitable working conditions. The job of the people who will prepare these articles is to help in one way or another to make sure that the proper conditions exist so that good teaching may take place. It is their job to see that the "ways and means" are provided. So their articles will deal with recent developments in school building construction, with the organization of school districts into units that are capable of providing modern educational services, with the provision of sufficient funds and the good management and use of those funds.

In our American system of education we have chosen to establish local units of administration to carry on the State's function in education. In 1812, the State created common school districts and delegated to them the responsibility for providing and supporting the schools. In the course of 100 years it was found that the common school district no longer was a suitable unit of administration. In this period many of the units increased in size, population and financial resources and became cities and villages. But many remained as small and struggling units.

Shortly after the turn of the century provision was made for reorganization and merging of the small units into the central school districts. In the past 25 years this development has resulted in the formation of 445 central districts which absorbed 6272 of the small units. This was a remarkable achievement which has been recognized the Nation over as one of the outstanding developments in the improvement of education in rural and suburban areas. The people of the State may well be proud of this accomplishment, achieved by the joint effort of the State and local communities in a proce-

dure where the final decisions are made by local choice and franchise. This dramatic story has been written over and over in one locality after another.

As remarkable as this has been, the leaders in the rural areas realized that the goal of equal educational opportunities in rural and suburban areas had not yet been achieved and could not be achieved completely even in the central districts. Centralization was definitely a step forward, but it was recognized as only the first step. The second step was then developed by rural leaders working with the Division of Research of the Department and others, in the development of the idea of the Board of Cooperative Educational Services and the Intermediate Unit. These represent the new hope for the realization of equal educational opportunities in rural and suburban areas.

We are well along in the development of Boards of Cooperative Educational Services designed to provide the kind of services which the central districts by themselves often can not provide economically or efficiently. Several articles will tell the story of the Boards of Cooperative Educational Services, and the plans, ideals and purposes of the Intermediate Unit.

The financing of education has long been a subject of vital importance. While the State has accepted the responsibility for the establishment and support of a "system of common schools in which all of the children can be educated," it has left much of the responsibility for the financial support of the schools as well as the control and management of those schools, with the local communities. For years, while property was the chief source of wealth and hence of taxation, this did not create a major problem. But early in the present century, with the rapid change in the form of wealth from property to other forms, there was a general realization that if there was to be equalization of educational opportunity there must also be some equalization of support to compensate for the disequalization of wealth resulting from the shift from real estate to other forms of wealth.

So, beginning in 1925, the State embarked upon a program of equalizing the support of education. Through the years fundamental principles of school support have evolved from study and experience. During these years the school administrators, teachers and board members became familiar with the principle of equalization of educational support. But during the critical years of the depression and as a result of the effects of World War II on the general economic situation, other problems have arisen and a new generation of administrators and teachers has grown up. In the meantime, additional principles and techniques of state support have been evolved.

Lest we lose sight of the early developments of what may properly be called the science of state support of education, it is well that we review the principles of state support as they are now understood. To this end at least one article will deal with the subject of the principles underlying the distribution of state aid.

In the early days the business management of a school district was relatively simple, since much of the support came from local sources. Except in larger cities the problems were primarily concerned with the payment of teachers, the purchasing of a few supplies, hiring of janitors and the like. The business operations in the school were more or less common knowledge among the voters of the then small school districts. In the past quarter of a century or so, with the enlargement of school districts, the increase in the number of pupils and the complex nature of school business generally, business management has evolved from simple

transactions to much more complex and involved procedures. This has been accentuated by the need for frugality and prudence growing out of both the increase in the volume of business and the pressure for economy and efficiency which come with rapidly increasing costs and high tax rates. With this evolution there has been a concurrent development of the field of school business management as a specialized technical field of administration. School business management has become a matured field requiring training in accounting, insurance problems, purchasing and many other activities. An analysis of the methods and techniques of good business management is therefore appropriate.

The construction of school buildings is a problem in almost every district of the State. The picture of schoolhouses bulging at the seams is altogether too familiar. The need for more space to house the increasing enrolments is so patent that it hardly needs to be mentioned. Other developments are taking place, however, which are certainly worthy of note. A half-century ago the problem would have been solved rather easily — if funds had been available — by simply building more classrooms so many feet long and so many feet wide. But the evolving educational program and the realization that school buildings are more than cubicles in which pupils may sit, have resulted in the development of many ideas of school buildings that are designed to serve a modern educational program. The term " functional design " expresses this kind of concept. So an article on what is a good school building, what it contains, how it is designed to serve its purpose and what makes it serve its purpose better, should contribute to the improvement of the teaching process.

These are some of the subjects that will appear in these articles. They have been described briefly so that you may know what to expect. Additional articles will also appear dealing with recent developments in such matters as the transportation of pupils, the federal-state support of the school lunch program and the like. It is not intended that they shall be novel or startling, but at the same time it is hoped that they will bring together some new information and will be helpful and stimulating to school personnel and others who are concerned with better education.

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Geographic School Bulletins

The National Geographic Society will resume publication of the Geographic School Bulletins for the 1953–54 school year on October 5th. The bulletins may be obtained by writing the School Service Division, National Geographic Society, Washington 6, D. C. Increased production costs make it necessary to increase the subscription fee to 75 cents for the 30 issues. Some 27,000 teachers subscribed to the publication last year.

Willis Goes to Chicago

Dr Benjamin C. Willis, superintendent of schools in Buffalo since 1950, has resigned that post to accept the superintendency of the public schools in Chicago. He assumed that position September 1st. Doctor Willis was formerly superintendent at Yonkers.

Parmer L. Ewing, superintendent of schools at White Plains since 1950, will succeed Doctor Willis in the Buffalo superintendency.

Three Major Publications Are Issued

VIVIENNE ANDERSON
Associate in Secondary Curriculum
Bureau of Secondary Curriculum Development

THE DEPARTMENT HAS JUST RELEASED three new publications related to the secondary school program in mathematics, reading and driver education.

Mathematics for All High School Youth. This bulletin, with its companion volume, The Road to Better Reading, is an outgrowth of the ten conference-clinics in the basic skills in mathematics. These conference-clinics were sponsored by the Readjustment of High School Education Program and numbered 1000 persons as participants.

The 108-page bulletin presents a challenging new design for mathematics education, placing major emphasis on the basic mathematics needed by secondary school youth to function efficiently as individuals, earners, consumers and responsible citizens. The program also makes definite provision for the specialized mathematics needs of pupils who are preparing for professions and vocations.

Concrete suggestions are offered for methods of classroom experimentation, cooperative study and revision of mathematics programs to satisfy individual needs. Consumer mathematics is stressed to insure adequate preparation of pupils for successful citizenship, earning a living and carrying on everyday financial transactions.

A section on resources for teaching recommends that pupils construct concrete models as an aid in building abstract mathematical concepts. Trips to department stores and local industries are recommended to create increased understanding of the use of mathematics in business.

Elizabeth B. Carey, supervisor of elementary education, directed the production of the publication, which was processed by the Bureau of Secondary Curriculum Development.

The Road to Better Reading. This 112-page bulletin is also an outgrowth of the ten conference-clinics in the basic skills in reading and mathematics sponsored by the Program for the Readjustment of High School Education. It presents a summary of basic principles which were evolved at the conference-clinics. These principles will form a foundation for a program of development in reading from kindergarten through grade 12. A major portion of the bulletin offers practical suggestions for improving the teaching of reading by nationally known educators in the field of reading instruction.

Dorothy Cooke, supervisor of elementary education, directed the production of the publication, which was processed by the Bureau of Secondary Curriculum Development.

Driver Education. This amply illustrated, 80-page syllabus offers suggestions for teaching and scheduling courses in driver education, for enriching instruction and utilizing community facilities in driver training. Up-to-date information,

practices and regulations in this rapidly developing field are highlighted.

As recently as five years ago, only about 14 per cent of the State's high schools offered a course in driver training. Today more than 90,000 pupils are enrolled in driver education classes in New York State. The full-semester, half-unit course is offered in more than 600 high schools, representing over 70 per cent of all public high schools in the State.

The unprecedented growth in the high school driver education program has created an increased demand for adult courses in this field in many communities. More than 40,000 men and women are enrolled in adult driver education classes in some 400 communities in the State.

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Beginning Principals Will Meet

The Annual Conference for Beginning Principals, sponsored by the Division of Secondary Education, will be held on Thursday and Friday, October 8th and 9th, in the State Education Building at Albany. The conference is scheduled to take place in the Regents Room with some meetings to be held in Chancellors Hall.

Commissioner Lewis A. Wilson will address the entire group. Associate Commissioner Frederick J. Moffitt and Assistant Commissioner Warren W. Knox will also speak before conference participants. Resource personnel from various divisions of the Department will confer with the beginning principals. Dr Harrison H. Van Cott, Director of the Division of Secondary Education, will serve as chairman.

The two-day meeting will include general sessions for the total group. Small group meetings for the consideration of specific problems will be organized by Dr Ernest A. Frier, Chief of the Bureau of Secondary School Supervision.

Professional materials prepared by the Department will be on display.

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Homemaking Conference

A state-wide conference for homemaking teachers, held at the State College of Home Economics at Cornell University, June 24th–27th, registered a total of 519 teachers from New York State and a representation from neighboring states and Canada. The theme was "Family-Centered Teaching."

Sight-Saving Month

The State Commission for the Blind, through its Prevention of Blindness Service, will cooperate in the nation-wide observance of September 1953 as Sight-Saving Month by sending a newsletter to all schools and school nurse-teachers in the State and through radio, newspaper and magazine announcements.

Medical School Admission Practices

Eight recommendations for the improvement of practices and policies in the matter of admission to medical schools are contained in a report prepared by a staff headed by Dr Howard E. Wilson, formerly of Harvard University and now executive assistant of the Carnegie Endowment for International Peace, and presented in July to the Board of Regents.

The Regents' committee that sponsored the study described the report as "a significant basis for constructive action by the medical schools, Board of Regents and citizens interested in civil rights as applied to admission to the study of medicine."

The recommendations follow:

1 That the Board of Regents direct the Division of Research of the State Department of Education to continue a series of exploratory studies in the field.

2 That each medical school formally and publicly declare its position respecting discrimination as defined in the Education Practices Act, and formulate as explicitly, precisely and comprehensively as possible the criterions established for admission.

3 That undergraduate colleges strive to strengthen their guidance of premedical students.

4 That all undergraduate colleges consider adopting the plan now used by a few, of a single composite recommendation from an authorized faculty committee of the college to the admissions officers of the medical school, always leaving individual professors free to write such additional personal letters as they see fit, and that admissions officers give such group recommendations special consideration.

5 That the medical schools continue their efforts to improve the handling of applications, particularly in five respects: (*a*) that they all agree upon a common date by which applications shall be received; (*b*) that they similarly agree upon a date upon which decisions shall be announced; (*c*) that they clarify the place of the interview in their scheme of selection; (*d*) that they review and improve their technique of interviewing; (*e*) and that they explore the possibility of a lower initial fee for filing applications.

6 That the Regents and the authorities of the medical schools jointly explore the possibilities of a single central bureau for the initial screening of all applications to medical schools in the State.

7 That the Regents, in cooperation with educational institutions, research agencies and foundations, initiate basic studies on the nature of personality characteristics and their relation to the professions.

8 That the Regents establish an advisory Council on Admissions, representative of the public, of the educational institutions and of groups devoted to the preservation of civil rights.

In 1948 the New York State Legislature passed the Education Practices Act, which forbids discrimination in admissions to educational institutions on the bases of race, religion, color or national origin. The study just released, while directly concerned with the problem of possible discrimination, is "essentially a professional and dispassionate examination of certain aspects of admissions policies and practices . . . primarily for the purpose of formulating constructive recommendations on the process of selecting candidates for admission to medical schools."

New Community Colleges

As a consequence of the Regents Plan for Postwar Education in the State of New York, five Institutes of Applied Arts and Sciences were established on an experimental basis in 1946. The purpose of these institutes at Binghamton, Brooklyn, Buffalo, Utica and White Plains, as stated in the law which created them, was to provide "Education and training in applied arts, crafts, aeronautics, retail business management, sub-professions and technical skills . . . including related work in arts and sciences . . ." These institutes, as well as the pre-existing six Agricultural and Technical Institutes at Alfred, Canton, Cobleskill, Delhi, Farmingdale, and Morrisville, were incorporated into the State University of New York upon its formation in 1948.

The 1953 Legislature authorized the adoption by local municipalities of the Institutes of Applied Arts and Sciences on a shared basis with the State as community colleges. Effective August 31, 1953 these institutes will be operated as follows:

*Name**	*Location*	*Local Sponsor*	*Board of Trustees*
Broome County Technical Institute	Binghamton	Broome County	Appointed
*Erie County Technical Institute	Buffalo	Erie County	To be appointed
*Mohawk Valley Technical Institute	Utica	Oneida County	To be appointed
New York City Technical Institute	Brooklyn	New York City	N. Y. C. Board of Estimate
Westchester Community College	White Plains	Westchester County	Appointed

* Name tentative until board of trustees is appointed and takes appropriate action.

Purposes, organization and general operational procedures remain essentially unchanged. Noteworthy exceptions to this statement arise from the adoption of the "community college formula" for financing and the cessation of direct administration by the State University.

The Agricultural and Technical Institutes remain unaffected by the foregoing legislation.

The picture of New York State public education at the junior college level is rounded out by consideration of the three community colleges already in existence and the two projected for the near future. Fashion Institute of Technology operates in New York City under the local sponsorship of the Board of Education with the cooperation of the Education Foundation for the Apparel Industry. Jamestown Community College operates in that city under local sponsorship of the city. Orange County Community College is operated in Middletown under local sponsorship of the county. Auburn has been authorized to conduct a community college under local sponsorship of the city, and the board of trustees has been designated. Rensselaer county has been authorized to sponsor a community college upon discontinuance of the Troy Veterans' Vocational School.

New Central Districts Formed

Fourteen school district centralizations were voted during the school year 1952–53, bringing the total number to 445.

The 14 districts centralized during 1952–53 have a combined enrolment of 20,259.

The Mount Morris Central District, voted October 8, 1952, the Hudson Falls Central District, voted November 14, 1952, and the Little Falls Central District, voted May 27, 1953, were previously reported in the BULLETIN TO THE SCHOOLS.

The Niskayuna Central District, voted June 9th by a vote of 1993 to 249, includes one union free and four common school districts in Schenectady, Saratoga and Albany counties.

The Corinth Central District was voted June 10th, by a vote of 587 to 158. The new district includes one union free and eight common school districts, all in Saratoga county.

The Pendleton and the Elmira Heights Central Districts were each voted June 15th. The Pendleton district, which includes 21 common school districts in Niagara and Erie counties, was voted 980 to 362. The Elmira Heights district, which includes one union free and three common school districts, all in Chemung county, was voted 621 to 29.

The Irondequoit Central District, voted June 19th, was voted 2264 to 230. It includes two union free school districts, both in Monroe county.

The Medina Central School District, voted June 22d by a vote of 918 to 433, includes two union free and 23 common school districts in Orleans, Niagara and Genesee counties.

The Gowanda Central District, voted June 24th by a vote of 662 to 369, includes three union free and 20 common school districts, in Cattaraugus, Erie and Chautauqua counties.

The Albion Central District, voted June 26th by a vote of 736 to 443, includes two union free and 37 common school districts in Orleans and Genesee counties.

The Sea Cliff Central District, voted June 27th by a vote of 1658 to 1191, includes two union free and one common school districts, all in Nassau county.

The Fonda-Fultonville Central District, voted June 29th by a vote of 527 to 510, includes two union free and 26 common school districts in Montgomery, Fulton and Schoharie counties.

The Attica Central School District, voted June 29th by a vote of 924 to 283, includes two union free and 36 common school districts in Wyoming, Genesee and Erie counties.

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Horse-Drawn Transportation

New York State still had 50 horse-drawn vehicles among the 6151 conveyances that transported children to and from school during the school year ending June 30, 1952.

Many pungs, a sled with a boxlike body, carriages, buckboards and wagons are used in mountainous areas on the winding narrow roads.

Transportation Safety Citations

The district superintendents of the State have a right to feel proud of the transportation safety record for the school year 1952–53. More than 435,000 pupils were transported to and from school daily on school buses. The 6827 vehicles used to transport these pupils traveled over 60,000,000 miles during the year. In spite of the increase in pupils carried and miles traveled, for the first time since the citation program began four years ago no child was killed. This is a long step toward the goal that " not one child shall be injured, maimed or killed."

The Safety Citation Program was adopted by the New York State Association of District Superintendents and became effective July 1, 1949. All accidents are reported to the Bureau of Field Financial Services. Only those supervisory districts which have had no pupils killed or injured during the school year are entitled to the citation.

Of the 152 supervisory districts, only 37 had accidents involving injuries to pupils. One of the rules of the association requires that no citation will be given if the district superintendent does not report. No reports were submitted by 7 districts; 107 districts are entitled to the citation.

The following district superintendents have earned the right to be cited on the basis of the rules and regulations adopted by the Association of District Superintendents:

District Superintendent	*Supervisory District*
Henry E. Briggs	Albany 2
Frank L. Tuthill	Allegany 1
Grant Walrath	Cattaraugus 2
Kenneth E. Gibbin	Cattaraugus 3
Raymond T. Sant	Cayuga 1
Charles H. Owen	Cayuga 2
Frank C. Brown	Chautauqua 1
J. William Anderson	Chautauqua 2
Mrs Dorothy B. Connelly	Chautauqua 3
Mrs Ruth B. Winch	Chautauqua 4
Mrs Pauline G. Bush	Chemung 1
Glenn L. Wallace	Chenango 1
Ernest G. Youmans	Chenango 2
Fred P. Foster	Chenango 3
Everest T. Allen	Clinton 1
John W. Harrold	Clinton 2
James W. Codding	Clinton 3
Cecil S. Mapes	Columbia 1
Ellsworth Miller	Columbia 2
Harold W. Holmes	Columbia 3
Chester Lacy	Cortland 1
Mrs Ruth C. Rathbun	Cortland 2
J. E. Smith	Delaware 1
H. Eugene Wieand	Delaware 2
Zena R. Travis	Delaware 3
Amenzo W. Merrill	Delaware 4
Hugh N. Garwood	Dutchess 1
W. Gaylord Hakes	Dutchess 2
Milo F. Winchester	Dutchess 3
A. W. Harkness	Erie 1
Ernest Hoeldtke	Erie 2
Wallace D. Ormsby	Erie 4
Edmond Yandon	Essex 1
Claude R. Clark	Essex 2
Wayland B. Livermore	Franklin 1
Maurice J. Finnegan	Franklin 2
Clifford M. Berry	Franklin 3
John F. Byrnes	Franklin 4
George A. Barber	Genesee 1
Jared L. M. Uphill	Genesee 2
William C. Hopkins	Hamilton
Harold S. Hausner	Herkimer 2
Edwin S. Hopson	Herkimer 3
Earl B. French	Jefferson 1
Earl E. Chisamore, *acting*	Jefferson 2
Earl E. Chisamore	Jefferson 3
Elwood A. Forrester	Jefferson 4
Jerome J. Brainerd	Lewis 1
Howard G. Sackett	Lewis 2
James C. Foote jr	Livingston 1
Alfred G. Zeller	Madison 1
Leon W. Hamilton	Madison 2
Lester B. Foreman	Monroe 1

District Superintendent	*Supervisory District*
Harold G. Bowerman	Montgomery 1
George F. Bowman	Montgomery 2
F. Karl Frohlich	Niagara 1
M. Gazelle Hoffman	Niagara 3
Arthur A. Radley	Oneida 2
Frank J. Ryan	Oneida 3
D. Everett Bliss	Oneida 4
Raymond C. Vrooman	Oneida 5
De Alton Smith	Onondaga 1
John E. Loveless	Ontario 2
Conrad C. Muehe	Ontario 3
Mrs Amy Bull Crist	Orange 1
Harold R. Osborn	Orleans 2
Audra W. Hadley	Oswego 1
Arthur B. Chapman	Oswego 2
Aura A. Cole	Oswego 3
Harold D. Sylvester	Oswego 4
Nathan C. Southworth	Otsego 1
John E. Wilcox	Otsego 2
Mrs Naomi B. Bilderbeck	Otsego 3
Harold C. Tyson	Otsego 4
George G. Preston	Otsego 5
Elton J. Hakes	Rensselaer 1
Mrs Mildred H. Craib	Rensselaer 2
Wesley D. Ehle	St Lawrence 2
Carlton B. Olds	St Lawrence 3
Clarence E. Armstrong	St Lawrence 4
Mrs Melissa N. Carroll	St Lawrence 5
R. O. Winans	Saratoga 3
John H. Fink	Schenectady
William D. Aker	Schoharie 1
William F. Spencer	Schoharie 2
Irving D. Goodrich	Schuyler
Mernette L. Chapman	Seneca 1
Harold F. Miller	Seneca 2
Calvin U. Smith	Steuben 1
George R. Daulton	Steuben 2
Virgil H. Hussey	Steuben 3
Guyon J. Carter	Steuben 4
William T. McKernan	Sullivan 1
Henry G. Paul	Sullivan 2
Hiram M. Nickerson	Tioga 1
J. Paul Munson	Tompkins 2
Leon A. Olds	Tompkins 3
Clarence A. Johnson	Ulster 1
Ralph H. Johnson	Ulster 2
Lester J. Roosa	Ulster 3
Reginald R. Bennett	Ulster 4
Joseph Keenan	Warren 2
Mrs Helen B. Bartholomew	Washington 1
Mrs Caroline P. Perry	Washington 2
F. J. Fahrenholz	Washington 3
George H. Ilse	Wayne 1
H. J. Harrison	Wyoming 2

Hoeldtke Is Superintendent

Ernest H. Hoeldtke, principal of Olean High School since 1943, was elected superintendent of the second supervisory district of Erie county on April 22d. He succeeds the late Andrew C. Beam.

Mr Hoeldtke was formerly principal at Painted Post and at Holley. He is a graduate of Wheaton College.

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New Superintendency Districts

Several new superintendencies have recently been established upon request of local boards of education, following an enumeration of the inhabitants.

Union Free School District 23 of the Town of Oyster Bay, Nassau county, became the Massapequa superintendency district, July 1, 1953. Dr R. J. Lockhart has been appointed superintendent.

Union Free School District 3, town of Hempstead, Nassau county, became the East Meadow superintendency district, August 6, 1953. Edward J. McCleary is superintendent.

Union Free School District 2, town of Hempstead, Nassau county, became the Uniondale superintendency district, August 7, 1953. John J. Forester has been appointed superintendent.

Union Free School District 1 of the Town of Thompson, Sullivan county, became the Monticello superintendency district, July 8th, 1953. Kenneth L. Rutherford has been appointed superintendent.

Central School District 1 of the towns of East Greenbush, Nassau, Schodack, Sandlake and North Greenbush, Rensselaer county, and Chatham, Columbia county became the East Greenbush superintendency district, July 16, 1953. Howard L. Goff has been appointed superintendent of the district.

A Teacher Remembers

[Silas C. Kimm of Herkimer began his teaching career in New York State in 1882. He taught in Earlville and Sauquoit and was supervising principal at Middleburg, Keeseville and Tuckahoe. In 1912 he was appointed superintendent of the second supervisory district of Herkimer county, one of the first group of district superintendents. He retired from that position August 1, 1936.

Excerpts from a letter that he wrote in June 1953, on the eve of his 91st birthday, to a member of the staff of the Department will be of interest. Few are living today who can match Mr Kimm's long association with New York State schools.]

When I was born in a little log hut in the wilds of the Adirondacks there was no such a thing as a free school except possibly in 2 or 3 large cities. Parents had to pay tuition to send children to the district school (the "Rate Bill"). If a parent kept his child at home he had no school bill to pay. How different today! Free district school, free college prep schools to which transportation is free and soon we may have free junior colleges. What a far cry from the year 1881 when I left the north woods to ring the bell for rising, breakfast, chapel, classes, evening study hours and lights out at 10 p. m. and tending the big clock in the academy belfry. All this in the then famous Fairfield Seminary, where some of America's great scholars were started. Only one building of the original five is left. At that time the little Education Department at Albany was growing into a two headed monster in the Capitol building — two heads as far apart as the North and South Poles.

It was a proud day when I received my State Life Certificate (an antique now to show my great grandchildren). As I write the past rises like a dream. Again I see that galaxy of men — Skinner, Draper, Cobb, Taylor, Sullivan, Wheelock, Frank Wood of the year 1900. What a debt I owe them — especially Wheelock, Wood and Cobb.

With the terrible things that are happening in the land of my parents— Germany — how thankful I am an American. Here a poor little German boy could push himself through college. His three children, one a graduate of Columbia, two of Potsdam. Of his nine grandchildren five are college trained — one of Rutgers, three of Yale and one of Teachers College, and what an opportunity America offers my five great grandchildren! What a contrast to being born in my parents' ancestral home, 14 miles from the great city of Kassel in Hesse, Germany (The Hessian, Lieutenant Kimm was killed in battle of Trenton. Another Lieutenant Kimm, my grandson is in training in Mississippi to graduate in August).

S. C. KIMM

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Uphill of Batavia Retires

Jared L. M. Uphill, Batavia, superintendent of district 2, Genesee county, since 1916, retired August 31st. A graduate of Geneseo State Normal School and the University of Rochester, Mr Uphill was principal of Alexander High School for seven years before his election to the superintendency. He was active in his professional field and in community life.

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Mrs Hadley Dies in Oswego

Mrs Audra W. Hadley, superintendent of the first supervisory district of Oswego county since August 1931, died August 25, 1953. Mrs Hadley had taught at Watertown, Penn Yan, Elmira Heights, Cato, Sandy Creek and New Paltz State Teachers College.

Department Staff

Dr C. E. Guthe Retires from Museum

Dr Carl E. Guthe, Director of the New York State Museum and State Science Service since April 1, 1944, will retire October 1st. He will join the staff of the American Association of Museums as research associate and will study the personnel and management practices in museums throughout the country.

Doctor Guthe was graduated from the University of Michigan and received his Ph.D. degree from Harvard University.

He has done field work in the United States for the Peabody Museum of Harvard University, Phillips Academy of Andover, Massachusetts; in Guatemala for the Carnegie Institution; in the Philippines for the University of Michigan.

He came to the New York State Museum from the faculty of the University of Michigan, where he was also director of the Museum of Anthropology.

Doctor Guthe is known throughout the country for his research in anthropology — particularly in the history of ceramics of the North American Indian — and for museum management. He organized the Society for American Archeology and has been president of the New York State Archeological Association for several years.

He is a member of the board of trustees of the New York State Historical Association and a Fellow of the Rochester Museum of Arts and Sciences.

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Changes in Department Staff

The following staff changes have been reported:

Donald W. Fisher received permanent appointment July 1st as senior scientist, paleontology.

Theodore Bienenstok received permanent appointment July 1st as associate sociologist in the Division of Research.

Roland C. Willcox received permanent appointment July 16th as associate librarian in charge of the Regional Library Service Center.

Robert M. Coughlin received permanent appointment August 1st as associate in school district organization.

Robert H. Johnstone received permanent appointment June 1st as associate in elementary curriculum.

Madeleine F. Coutant received permanent appointment April 1st as assistant in secondary curriculum.

Berton P. Plummer received permanent appointment April 1st as associate in industrial education.

Harold F. Wassmer received permanent appointment August 1st as assistant in industrial education.

Billings G. Burlingame received permanent appointment September 1, 1952, as associate in merchandising education.

Edgar H. Strong received permanent appointment July 1st as associate in vocational arts and crafts education.

Georgiana Marks was promoted permanently to associate in home economics education, July 1st.

Agnes P. Teske was appointed July 1st as assistant in school lunch administration.

Ruth C. Johnson received permanent appointment April 15th as assistant in nursing education.

Anthony J. Pelone received permanent appointment July 16th as associate in education of the physically handicapped.

Thomas J. LePine received permanent appointment July 16th as assistant in hearing conservation.

Otto Stewart was reinstated July 13th as school transportation supervisor, after military leave.

Raphael Simches received permanent appointment May 16th as assistant in education of the physically handicapped.

Josephine L. McFarland resigned May 31st as associate in school nursing.

Bernard A. Jordan resigned August 31st as assistant in education (guidance).

John B. Hawley resigned July 31st as assistant in adult education.

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Kaffenberger Is Appointed Director

Karl G. Kaffenberger

Karl G. Kaffenberger, Rockville Centre, received provisional promotion July 16th as Director of the Division of Vocational Rehabilitation. He succeeds the late G. Samuel Bohlin, who was in charge of the vocational rehabilitation program from 1942 until his death in November 1952.

Mr Kaffenberger, a supervisor in the rehabilitation program since 1941, was principal rehabilitation counselor and district supervisor in charge of the New York City office when he was appointed Director of the Division.

A graduate of Lafayette High School, Buffalo, he holds a degree in mechanical engineering from Cornell University. Before joining the Department he worked in the engineering field for 16 years and did social case work in Buffalo for approximately ten years.

He was a commissioned officer in active service in the United States Army, 1913–16.

Strobel Is Assistant Commissioner

Dr Joseph R. Strobel

Joseph R. Strobel was appointed September 16th Assistant Commissioner for Instructional Services (Vocational Education). He succeeds Gerald B. Leighbody, who resigned May 8th to become assistant superintendent of schools at Buffalo.

Mr Strobel has been Assistant Commissioner for Vocational Education in the United States Office of Education since July 1, 1952. Previously he was professor of education at Ohio State University, State Director of Vocational Education for Ohio and Director of Veterans' Training and Education for the Ohio State Education Department. During the war he was Director of Vocational Training for War Production Workers, Columbus, Ohio.

Mr Strobel was graduated from Stout Institute, Menomonie, Wis. He holds the degrees of bachelor of science, master of arts and doctor of education from Western Reserve University and has also studied at Teachers College, Columbia University, and Cornell University.

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New Defense Coordinator

Major Raymond B. Hunter, associate in the Division of Health and Physical Education, was appointed September 1st as Coordinator of Civil Defense in the Schools. He succeeds John H. Moehle, who resigned to resume the supervising principalship of the Onteora Central School.

During World War II, Major Hunter served for more than five years in the Army Air Force and was selected for the Command and General Staff College, from which he was later graduated.

He holds the degrees of bachelor of science from Cortland State Teachers College and master of arts from Teachers College, Columbia University, and has completed most of the requirements at New York University for the degree of doctor of education. He joined the Department staff in January 1950. He had previously taught at Farmingdale High School and was director of health and physical education at Geneseo. He has been summer recreation director at Roscoe and Hancock, and director of physical education and recreation at Jones Beach State Park.

Major Hunter has served as a member of the Department emergency civil defense teams who will be sent to assist surviving school administrators in case of major catastrophes, in accordance with the September 1950 directive of General Lucius D. Clay.

"Toward New Levels of Excellence"

Study Will Develop Ways and Means to Better Administration and Supervision of Public Schools

ERNEST F. WEINRICH
Associate Coordinator of Educational Research

THE NEW PROJECT, The Cooperative Development of Public School Administration in New York State, described in the June issue of THE BULLETIN TO THE SCHOOLS, is well under way. As indicated in the June BULLETIN, CDPSA will "coordinate available resources in pointing toward new levels of excellence in the education, certification, selection and in-service growth of public school administrative and supervisory officials."

As a result of a series of conferences held this summer by the CDPSA staff with the steering committee for the project, with the Cooperative Project in Educational Administration Committee of the New York State Council of School Superintendents, and with members of the staff of graduate schools of education in the State, a tentative program for the first year has been planned.

According to the proposed plan, the points of emphasis for the first year will be on these questions:

1 What is our most creative and forward-looking concept of the job of the chief school administrator? The answer to this question will be developed from three points of view:

a What are the responsibilities of the job?

b What is required of the man in the job?

c What is the influence of the social setting in which the administrator works?

Conferences during the summer with superintendents and with faculty members of graduate schools of education have raised additional questions which may lead to specified research studies having a bearing on the study of the administrator's job. Some possibilities for such studies are indicated by such questions as: What are the basic reasons for the changing nature of the job? What is community-centered administration, and how do we develop competence in this area? What is the superintendent's responsibility for developing morale among staff, pupils and parents, and what are the techniques?

Further conferences with educators and laymen will undoubtedly suggest other problems for study which relate to the job of the chief school administrator.

2 What should be the framework of professional preparation which universities should provide to meet the challenge of the job concept outlined in the answer to question 1?

3 What certification standards should be established for educational administration?

In the process of finding answers to the above questions it is the plan of CDPSA

to bring together into several well-organized brochures the findings of CPEA studies and other research bearing on these problems. The current time schedule calls for the publication of the first brochure, "What is our most creative and forward-looking concept of the job of the chief school administrator?" this fall. This brochure will become the basis for discussion and work at a series of regional work sessions or institutes. Each of these regional institutes will be planned to include chief school administrators, members of boards of education, laymen, representatives of professional schools of education and others who may be invited. Many persons will be involved in the discussion and evaluation of the brochure and will be doing some hard thinking concerning the scope of the administrator's job.

Work will also begin in the fall to organize in brochure form our best thinking and research to date concerning the second question, "What should be the framework of professional preparation?" It is planned that this brochure will be available for state-wide discussion early next spring.

In the late spring of 1954, CDPSA plans to deal with the third problem, "What certification standards should be established for educational administration?" It is expected that this third project will be completed by the end of the first year of CDPSA.

Although in its early stages, CDPSA will need to focus its attention primarily on the city and village superintendency, many of the same questions need to be answered for other administrative and supervisory positions in the school systems of our State. There are also many intriguing questions such as the kind of staff needed by the superintendent and the training and certification of persons in these positions.

Future articles in THE BULLETIN TO THE SCHOOLS will keep its readers informed of the progress of CDPSA.

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Statistics on School Children

The bulletin, School Census, Enrolment and Attendance Statistics for 1952–53, recently released by the Bureau of Statistical Services, shows a continuation of some established trends and a reversal of others. The number of children from birth to 18 years of age (commonly referred to as the school census) reached an all-time high in the school year 1952–53, the figure being 4,194,882. There were 123,931 more census-age children than during the previous year. While the cities of the State accounted for 67 per cent of these children, the largest percentage increase over the previous year was in the villages and the largest numerical increase was in the supervisory districts. This emphasizes the tendency of families with small children to migrate from city districts to suburban and semirural areas. The exodus from New York City to Nassau county is an outstanding example.

The number of children attending school is increasing rapidly. The low year of attendance was 1945–46, when there were 2,203,455 pupils attending all elementary and secondary schools. The number in 1952–53 had grown to 2,708,873, an increase of 505,418, or

22.94 per cent. There was an increase of 144,554 from 1951–52 to 1952–53. Of the 2,708,873 children in school in the fall of 1952, 2,087,370 were in the public schools and 621,503 in the private and parochial schools and other institutions.

It is of interest to point out that the number of youths 14 to 18 years of age who discontinued school because of legal employment, high school graduation or on reaching the compulsory age limit dropped from 85,858 in 1951–52 to 77,935 in 1952–53, a decrease of 7923, or 9.23 per cent. In 1943–44, the number in this category was 4.33 per cent of the total school census; in 1952–53, it was only 1.86 per cent.

Naturally, the number of preschool age children is increasing due to the upswing in number of births since 1946. In 1943–44, 28.67 per cent of the school census was accounted for by children under seven years of age and not in school; in 1952–53, 33.32 per cent were under seven and not in school.

As evidence the end of the low births of the 1930's has been reached, so far as school attendance is concerned, is the fact that for the first time in many years the downward trend in the age groups 15, 16 and 17 in school was reversed. This means that from now on for a long period of years the trend of all age groups attending school will be generally upward. There will be no declining upper age groups to offset in part increasing lower age groups. School population will, therefore, increase more rapidly.

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Summer Patrons in a Library

The Romulus Central School conducted a library at Sampson Air Force Base. The teacher is James Alessio; the librarian is Agnes McGrove; pupils are from grades 5–6. Books in background are from the State Traveling Libraries.

Agricultural Program Is Broadened

FOUR SCHOOLS IN THE STATE WITH DEpartments of vocational agriculture have experimented, during the past year, with a released-time type of work experience program for about six weeks in the fall term and six weeks in the spring term.

Since its inception, the program in vocational agriculture has required practical experience in growing and managing crops and animals as a part of the regular training program. For the past several years, however, increasing emphasis has been placed on pupil planning to solve effectively the problems of operating the whole farm. This includes development of skills through work experience as well as understanding of the scientific background for solving farm problems and making farm management decisions. The released time used in the experiment adds effectively to the required work experience.

This program is now available to schools on a prior approval basis which will provide them an opportunity to offer a work experience program, for high school juniors and seniors, based on the released-time arrangements of the experimental program. Approval needs to be secured through the Bureau of Agricultural Education before electing this plan. Classes are to be scheduled in the afternoon and must be at least two hours in length. During the months of September, October, April and May, three days each week will be allowed for individual or group work experience. Two days are reserved for classroom planning of experiences to be undertaken and for individual or group instruction. Schedules have been arranged so that pupils are given the whole afternoon, three days each week, to provide increased opportunity to develop skills. This provides greater opportunity for pupils to make real plans and to accept responsibility for making farm improvements and for putting desirable farm practices into use. It gives more time for teachers to assist pupils with actual farm problems; it also helps to get the teachers to the farms of young farmers and thus provides a follow-up service as the school's pupils become established.

The released-time program will, it is believed, make the planning of work experiences much more practical and adequate and will bring parents and pupils into a closer planning relationship. The selection of work experience to be undertaken and the need for parental assistance and instruction will be brought into perspective with supervision and instruction provided by the teacher. Pupils, parents and teachers have agreed that a more effective vocational program has resulted through this increased pupil participation in practical farm experience during the busy planting and harvesting months.

This new program is expected to have some influence on the high school holding power for farm boys. The practicability of planning for and working at real farm problems and improvements will challenge them; the fact that they will be available for some regular farm work during the pressure of busy seasons will also be a factor.

At the same time that the work experi-

ence option is offered, the program in general agriculture for nonfarm boys and girls is being broadened. Agriculture on the tenth grade level can be offered on a single or double period basis and either can be credited toward the state high school diploma in vocational agriculture. An eleventh year single unit course in agriculture is also provided so that interested pupils may earn a major sequence in agriculture on a nonvocational basis.

The necessary practical farm experience in commercial farm operation has long been a problem for the rural nonfarm boy who desired to learn more about agriculture but who could not meet the vocational supervised farming requirements. The program is now flexible enough and is intended to provide for a separation of the vocational pupils from those interested in agriculture in a general way, at the eleventh grade level and to provide for the needs and interests of both groups.

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Annual Contest

The 19th annual national high school essay contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States will have as its theme "Build through Citizenship." The contest is open to any pupil carrying a full prescribed course in grades 9 to 12 in any public, private or parochial high school. Essays of not more than 1000 words are due March 15, 1954; cash awards of $2000 are offered. Full information may be obtained from national headquarters of the organization at 406 West 34th street, Kansas City 11, Mo.

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County Library Institute

An institute on county library planning, cosponsored by the Library Trustees Foundation of New York State and the New York Library Association, was held September 10th–11th at Syracuse University. Members of the State Library staff who participated included Dr Charles F. Gosnell, S. Gilbert Prentiss, and L. Marion Moshier.

Theodore Roosevelt's Birthday

Materials for schoolroom observance of ex-President Theodore Roosevelt's birthday, October 27th, may be obtained from the Women's Theodore Roosevelt Memorial Association, Inc., Theodore Roosevelt House, 28 East 20th street, New York 3, N. Y. The association announces for distribution an outline of a short play for fifth and sixth grade children and a source list for films suitable for junior high and high school use.

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Friendship Packages

The World Christmas and Chanukah Festival will again be celebrated this year on December 18th in many countries.

Gift parcels may be sent to Friendship among Children and Youth's warehouse, 2331 12th avenue, New York 27, N. Y., or Share Your Friendship packages at $3.75 each may be ordered from Friendship among Children and Youth, 220 Fifth avenue, New York 1, N. Y.

Board of Regents

Regents Grant Charters

The Board of Regents at its meeting in Albany on June 26th granted an absolute charter to the Mohawk-Hudson Council on Educational Television, Inc., a non-stock corporation to be operated exclusively for educational purposes, with offices in Schenectady. The purposes of the corporation are " to prepare and present programs educational in nature for transmission by television or by radio or by both such means of communication, provided that no power is conferred herein to maintain or operate a television station; to engage in research and otherwise obtain material for the purpose of making silent or sound films educational in nature for use on television programs or for other uses and to make and present such films; to engage in research and otherwise obtain material for the preparation of radio programs educational in nature and to supervise and prepare such programs."

The incorporators of this council, who will constitute the first board of trustees, are the Reverend Bertrand J. Campbell, president, Saint Bernardine of Siena College; Harry J. Linton, superintendent of schools, Schenectady; L. Marion Moshier, director, Division of Library Extension, State Library; Dr Carter Davidson, president, Union University; Neal L. Moylan, director, Radio and Motion Picture Bureau, State Department of Commerce.

The Regents granted a provisional charter, valid for five years, to the Damascus Preparatory School in Syria, with its principal office at the headquarters of the Near East College Association in New York City.

This preparatory school is operated within the framework of the Near East College Association, which is the general agency in charge of American University of Beirut, Robert College in Istanbul, Turkey, Athens College in Greece and other foreign institutions which have been chartered by the State Board of Regents.

Several other provisional charters, each valid for five years, were granted by the Regents. They include two nursery schools — Boulevard Nursery School, Brooklyn, and Village Nursery School, Hartsdale.

Other schools provisionally incorporated were:

St Hilda's School, New York, as a school providing kindergarten training and instruction in grades 1–8, under the sponsorship of the Episcopal Church

Episcopal Academy for Girls in the City of New York, as a secondary school for girls

Holy Cross High School of Bayside, a secondary school under the supervision of the Congregation of the Holy Cross of the Roman Catholic Church

The Westchester School for Retarded Children, Pelham Manor, chartered to establish and operate schools for the education and training of children with retarded mental development, and to establish and operate vocational training centers and sheltered workshops for retarded children

Two libraries received provisional charters. They are the Coram Public Library and the Island Park Public Library. The latter was recently established as a school

district public library and receives the property of the Island Park Free Library, an association library. The Regents canceled the charter of the association library and approved the transfer of its property to the new school district library.

The Regents also canceled the charter of the Logan School in Auburn, originally chartered in 1935 as a nursery, kindergarten and elementary school, which discontinued operation in 1950.

An absolute charter was granted The New Lincoln School, New York. This replaces the provisional charter granted to this elementary and secondary school in March 1948 under the name, The Experimental School, Inc., which was amended to the present name of the school in March 1949.

The Regents granted a provisional amendment to the charter of Rochester Institute of Technology, valid for three years, authorizing the institution to conduct courses leading to the degree of bachelor of science. Previously the institute has been offering two and three-year programs in technical fields leading to the degree of associate in applied science. It petitioned the Regents for authority to start an expanded four-year program.

The Regents amended the charter of the Country Club Nursery School, Inc., at Roslyn, changing the corporate name to Roslyn Nursery School. This school has been operating under a provisional charter granted by the Regents in September 1951.

The charter of Epiphany Apostolic Junior College, in the town of New Windsor, Orange county, was amended by changing the name to Epiphany Apostolic College, and the provisional charter granted in February 1937 was made an absolute charter. The change does not involve a change in scholastic grade but was made because the word "junior" was deemed unnecessary since "apostolic college" is the traditional title of minor seminaries such as this one for the training of Roman Catholic missionaries.

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Honors Awarded

Regent Roger Williams Straus received an honorary doctor of humane letters degree in June from New York University.

Regent Welles V. Moot received an honorary doctor of laws degree in June from Hofstra College.

Associate Commissioner Carroll V. Newsom received an honorary degree of doctor of humane letters in June from Hofstra College.

Assistant Commissioner Ewald B. Nyquist received two honorary degrees in June — doctor of laws from Hartwick College and doctor of pedagogy from St John's University.

School Names Changed

On June 16th the Regents changed the official names of six central schools as follows:

Central Square High School to Central Square Central School

Fayetteville High School to Fayetteville-Manlius Central School

Hudson Falls High School to Hudson Falls Central School

Keene Valley High School to Keene Central School

Port Washington High School to Paul D. Schreiber High School

Wells High School to Wells Central School

Appointments to State Boards

The Board of Regents at its June 16th meeting made a number of appointments and reappointments to state boards.

William de Neergaard, Brooklyn, and Austin M. Johnston, Binghamton, were reappointed as members of the State Board of Pharmacy for three-year terms beginning August 1, 1953. Jacob Tischenkel, New York, was appointed to the State Board of Pharmacy for a term of three years beginning August 1, 1953. He will succeed Frederick D. Lascoff, New York.

Hilton R. Campbell, New York, was appointed to the State Board of Certified Public Accountant Examiners for the unexpired term ending April 18, 1956, made vacant by the resignation of Alden C. Smith, New York.

Dr Lillian A. Wilcox, Buffalo, was reappointed as a member of the Elementary Education Council for a term of five years beginning October 1, 1953.

To fill the vacancy on the Elementary Education Council caused by the retirement of Regina C. M. Burke as associate superintendent of schools in charge of elementary education in New York City, the Regents appointed her successor as associate superintendent, Florence S. Beaumont, to fill the unexpired term ending September 30, 1953, and also for a full term of five years beginning October 1, 1953.

William C. Warren jr, Buffalo, was appointed a member of the Dormitory Authority for a three-year term effective July 1, 1953. Mr Warren, a lawyer and former president of the Buffalo Board of Education, will fill the vacancy caused by the death of J. Frederick Rogers of Buffalo. The Regents adopted a resolution expressing appreciation to the late Mr Rogers for his outstanding services as a member of the Dormitory Authority.

The Reverend Michael McPhelin S.J., New York, dean of Fordham University School of Business, was appointed to the Accountancy Council for a term of three years beginning July 1, 1953. He will succeed Maurice Austin, New York.

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Secondary School Actions

The Regents on June 16th took action regarding the registration of four secondary schools of the State. The Cleveland Hill High School, Buffalo, was admitted to The University of the State of New York as a six-year high school. The Lubavitcher High School, 19 Grant square, Brooklyn, was given provisional registration for five years as a four-year high school. Sacred Heart Academy, Hempstead, was registered as of high school grade. Allentown Union School, Allentown, was advanced in grade from a three-year school to full four-year high school grade.

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Age Limit Removed

By amendment to the Regulations of the Commissioner of Education adopted by the Regents June 16th, the age requirement for admission to the examinations in dentistry and dental hygiene was removed. This conforms with the changes made by amendment to the Dental Law enacted by the 1953 Legislature. Previously a candidate for the dentistry examination was required to be 21 years old, and a dental hygiene candidate was required to be 19 years old.

Bond Issues Approved

The Board of Regents at its meeting June 16th approved proposed bond issues for schools of the State. This action was taken in accordance with the requirement of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness over 10 per cent of the valuation of the district's real property.

The issues approved included the following:

Lake Shore Central School District, Angola, an issue of $29,500 for the purchase of three school buses

Greene Central School District, an issue of $7000 for the purchase of a school bus

Lisbon Central School District, an issue of $790,000 for the construction and equipment of a central school

Heuvelton Central School District, an issue of $13,000 for the purchase of two school buses

Moravia Central School, an issue of $9200 for the purchase of two school buses

Union Free School District No. 2, Town of Hempstead, Nassau county, an issue of $4,950,000 for the construction and equipment of addition to the existing Goodrich Elementary School to constitute a junior-senior high school ($4,020,000) and to construct and equip a new elementary school ($930,000)

Union Free School District No. 4, Town of Hempstead, Nassau county (North Bellmore), an issue of $125,000 for the acquisition of land; $1,100,000 for the construction and equipment of a new elementary school; $60,000 for the reconstruction of a school; total, $1,285,000

Union Free School District No. 5, Town of Hempstead, Nassau county (Levittown), an issue of $2,125,000 for the construction of an elementary school

Union Free School District No. 22, Towns of Oyster Bay, Nassau county, and Babylon, Suffolk county (Farmingdale), an issue of $2,752,000 for the acquisition of land and the construction and equipment of two elementary schools

Central Square Central School District, an issue of $65,000 for the purchase of furniture and equipment for a new school

Common School District No. 1, Towns of Rotterdam and Princetown, Schenectady county, an issue of $120,000 for the construction and equipment of an addition to the present school

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Teachers' Certificates

Two amendments to the Regulations of the Commissioner of Education concerning certificates in the field of physical education and recreation were approved by the Board of Regents on June 16th.

By one change in the regulations, the Regents created a certificate for teachers of recreation. This amendment is in recognition of the fact that an increasing number of boards of education are employing full-time recreation personnel to plan, organize and conduct recreation programs administered by the school authorities.

The Regents also approved a change in the Regulations extending the validity of a certificate in physical education, health or recreation to make possible the recognition of directors of physical education, health and recreation. This will meet a need for state certification of these directors who are in charge of public school programs of health, physical education and recreation, including interscholastic athletics. The holder of a teacher's certificate in physical education, health or recreation may qualify for a director's certificate upon completion of eight semester hours in approved courses and five years of approved and appropriate experience.

The Regents also amended the regulations regarding teachers' certificates to change the term "home economics" in the regulations concerning certificates in special subject areas to "homemaking."

Educational Notes

Dr Herbert S. Weet Dies

Dr Herbert S. Weet, superintendent of schools at Rochester for 22 years until his retirement in 1933, and an educator in the schools of New York State for more than 40 years, died August 30th at his home in Rochester at the age of 82.

Doctor Weet received the honorary degree of doctor of laws from The University of the State of New York at the 1933 Convocation, the first superintendent of schools to be so honored. He also held an honorary degree, doctor of pedagogy, from the State College for Teachers in Albany. He was graduated from the University of Rochester and held a master's degree from that university.

Doctor Weet began his teaching career in the rural schools of Orleans county in 1889. He was later principal of North Tonawanda High School. He entered the Rochester school system in 1903 as principal of Monroe Grammar School; he was principal of West High School and assistant superintendent of schools in Rochester before his appointment in 1911 as superintendent.

At the time of his death Doctor Weet was a member of the Regents' committee to prepare materials and programs to observe this anniversary year of New York State's educational system.

The following statement by Commissioner Lewis A. Wilson indicates Doctor Weet's achievements as an educator and the respect in which he was held by educators throughout the State:

> Dr Herbert S. Weet was one of my very closest associates over many years in the work of the schools of this State. He gave inspiration to countless young men and women, who saw in him an ideal for which many in the profession of teaching strive but all too few attain. Doctor Weet's contributions to education in New York State constitute a monument to his thought for children and their lives of useful employment and later citizenship. It was under his direction, while one of the State's outstanding superintendents of schools, that many of the developments taken for granted today in the public schools of New York were fought for and attained. It can be said that he was in the forefront of the pioneering and thoughtful leadership looking toward the great expansion of the school's responsibility for the education not only of our children in academic subjects, but also in health education, vocational education and in the multiplication of services rendered children by the schools.
>
> Throughout the years Doctor Weet has continued to be an outstanding example of noble devotion to the service of children and a public servant of the very highest order. The educational forces of this State have lost in his death a close friend and valued colleague. The State has lost a great citizen.

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American Education Week

The date for 1953 American Education Week has been set as November 8th–14th. A variety of helps useful to teachers and administrators in observing the week may be obtained from the National Education Association, Division of Press and Radio Relations, 1201 16th street, N.W., Washington 6, D. C.

To Train in Public Administration

The Department has again designated two of its employes and appointed an intern from outside the Department to participate in a special one-year program of training in public administration. The two employes are Jack Horn (right) from the Bureau of Professional Examinations and Registrations and James B. Webster (center) from the State Library. The intern is Morris H. Ripps (left), who is assigned to assist the Associate Commissioner for Elementary, Secondary and Adult Education. Deputy Commissioner James E. Allen is seated at the desk.

The employes and the intern will participate in formal training sessions in personnel administration, budgeting and other aspects of governmental administration conducted as part of the State's Public Administration Training Program.

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Parent Education Leaders To Confer

The 19th annual New York State conference for lay and professional leaders in parent education will be held at the Roycroft Inn, East Aurora, November 4th–6th. It will include general sessions, discussion groups, demonstrations, films and exhibits of materials.

The conference is sponsored jointly by the New York State Parent Education Committee and the Bureau of Child Development and Parent Education. Questions will be considered related to strengthening home-school relationships, ways and means of organizing parent education activities, and the impact on family living of changing conditions.

Further information may be secured by writing to the Bureau of Child Development and Parent Education, State Education Department.

Historic Site To Be Restored

A Fireplace at Johnson Hall

The work of rehabilitating Johnson Hall is nearing completion. The objective has been to restore the house to the condition it was in when Sir William Johnson, its famous owner and builder, stricken with a fatal illness, died within its walls on July 11, 1774. The baronial home in Johnstown of the Superintendent of Indian Affairs for the Northern Colonies is one of the historic sites administered by the State Education Department.

Perhaps the greatest task was the restoration of the two chimneys with their ten fireplaces, the original structures having been completely removed and others substituted elsewhere than in the location of the original stacks. The course of these chimneys through the building from basement to roof was determined by taking up sections of flooring in the several rooms, thus exposing the chimney "well" and the resting place of the several hearthstones facing it.

The removal of certain partitions and the addition of others were traced by the type of lath and plaster which had been used in the alterations. Those partitions which were original have been replaced and all others removed.

A method of forced hot air heating has been installed. While adequate, this will not be seen by the visiting public.

Gray paint has been removed from all floors, which will appear again in their natural wood color.

Woodwork throughout the house is being painted to conform to the original color scheme.

Walls are to be covered with patterns of period wallpaper donated by Katzen-

bach & Warren except for one room in which paper furnished by Jones & Erwin will be used. These manufacturers are specialists in restoration work.

Drapes have been donated by Scalamandré Silks Inc. of New York. It is this firm whose draperies at Schuyler Mansion, Albany, and Philipse Manor, Yonkers, have been so admired.

Furniture and furnishings are as yet inadequate but it is believed the hall may be the recipient of period furniture from individuals and historical societies. The Johnstown Historical Society has already furnished much that will be used; the local St Patrick's Lodge of the Masonic Order has also been generous in donating to the "Masonic Room," the room set apart by Sir William Johnson for meetings of this body. It will be furnished much as it was when Sir William served as the first master of the lodge.

The work of alteration will be finished this fall. Following the completion of the construction and decoration, draperies will be hung, the furnishings placed and the house opened informally to the public before the end of the year.

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New Department Publications

Syllabus in Technical Subjects. Technical Electricity. Second revision

A minimum syllabus which defines the material every school must give to qualify its pupils to take the comprehensive technical examination. Also listed are areas which might be included as optional topics. Prepared in the Division of Industrial Education, Bureau of Trade and Technical Education.

Syllabus in Technical Subjects. Mechanical Design and Construction. Second revision

A minimum syllabus which defines the material every school must give to qualify its pupils to take the comprehensive technical examination. Also listed are areas which might be included as optional topics. Prepared in the Division of Industrial Education, Bureau of Trade and Technical Education.

Syllabus in General Textiles

A synthesis of operations and processes of the textile industry and related information concerning our industrial society, prepared for use in the secondary school grades as a flexible course which may be adapted to conditions found in an industrial arts shop in city, village or central rural schools. Projects are suggested. A list of books and supplies, with names of supply houses, is included. Prepared in the Division of Industrial Education, Bureau of Industrial Arts Education.

Industrial Arts (Comprehensive General Shop Course)

A study guide giving related information for the Textiles Area. Prepared cooperatively by the Bureau of Industrial Arts Education and the Bureau of Vocational Curriculum Development. $1.70.

Food Trades Occupations

Occupational information on retailing of groceries, bakery products and meat, and preparation and service of food in eating establishments. Prepared as a manual for teachers and study guide for pupils, under the sponsorship of the Bureau of Vocational Curriculum Development and Industrial Teacher Training. $1.40.

Film Round-Up No. 10, Homemaking

List of films and filmstrips in the field of homemaking education. Information includes name and address of distributor and in most cases the date of production, and the running time.

Book Reviews

Traxler, Arthur E. and Associates. Introduction to testing and the use of test results in public schools. Harper and Brothers. 1953

Mr Traxler and his co-workers have given us a very practical and nontechnical book. It could be used to advantage by teachers, guidance personnel and school administrators in setting up or improving a testing program.

Introduction to Testing discusses the contribution that standardized tests can make to understanding the individual child, planning a testing program, selecting tests, administering and scoring them, interpreting, recording and using test results. Of particular value, in the eyes of this reviewer, are those chapters that deal with the planning of a testing program and the selection of the proper tests to carry it out.

The planning of a program is discussed in terms of " minimum " and " comprehensive " arrangements, and practical suggestions as to the elements of minimum and comprehensive testing programs are given. The selection of tests is discussed in terms of reliability, validity and usability.

Introduction to Testing is a down-to-earth treatment of a subject that so often is made complex and highly technical. It should prove to be helpful for administrators and teachers.

Corey, Stephen M. Action research to improve school practices. Bureau of Publications, Teachers College, Columbia University. 1953

We have heard a great deal about action research lately, and have noted a number of magazine articles on the subject. Doctor Corey has now given us a book which describes the philosophy and procedures of this method in a concise and readable manner.

Action research is defined as " research undertaken by practitioners in order that they may improve their practices." It is differentiated from traditional research by the fact that participators are practical school people who are attempting to solve the problems that arise in their own school situations. The results obtainable in action research are not broad generalizations, as in traditional research, but specific recommendations for the solution of specific problems.

Action research is essentially the application of the scientific method to the ever-present and continuous process of improving school practices on the local level. It differs from the usual " get together and talk it over " approach to this process in that an attempt is made to follow a definite, scientific procedure wherein (1) the problem is clearly defined and stated, (2) one or more " action hypotheses " are formulated and (3) these projected courses of action are tried out and the results carefully tested and checked to see whether or not the hypotheses have been effective.

To put it another way, action research is recommended by Doctor Corey as a means of taking some of the subjective guesswork out of the problem-solving procedures used in practical school situations. Local school systems engaged in programs of curricular improvement will find this book a useful tool.

HOWARD O. YATES
Assistant, Bureau of Elementary Curriculum Development

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" To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defenses. . . Where our schools are concerned, no external threat can excuse negligence; no menace can justify a halt to progress."

— DWIGHT D. EISENHOWER

Leaders' Workshops Will Use Films

Film forum demonstrations will be one of the new features at the 29 leadership workshops for directors of adult education which the Bureau of Adult Education will conduct during the 1953–54 school year.

The film demonstrations will utilize a new series of motion pictures, produced by the American Film Forum, which will present nationally known leaders discussing major issues that confront the American people. Marquis Childs, news analyst, serves as moderator.

To insure the timeliness of the series, the American Film Forum will introduce a newly produced film on a different problem each month. The first of the series deals with America's immigration policy; Senator Allen Ellender of Louisiana and Congressman Jacob Javits of New York participate in the discussion.

Cultural activities will also receive special attention at this year's workshop sessions. Several meetings will deal with recent developments in the area of the general arts.

Another topic of particular interest to directors, "Working with Advisory Committees," will also be discussed and practical assistance will be offered in the preparation of materials for use in working with local committees.

Workshop sessions will offer directors further assistance in activities dealing with Americanization, in-service teacher training, education for the aging, young adult civic education, community development and the Community Ambassador Project. As in previous workshops, leadership will be provided by directors, college faculty members, adult education teachers and Bureau and other Department members.

Leadership workshops will be held during the school year at the following places and dates:

Albany, December 4th, 5th; February 19th, 20th

Auburn, November 4th, 5th; March 4th, 5th

Beacon, November 20th, 21st

Buffalo, October 6th, 7th; March 24th, 25th

Elmira, September 25th, 26th; April 2d, 3d

Geneseo, October 8th, 9th; March 26th, 27th

Hempstead, September 17th, 18th; January 14th, 15th

Lake Placid, September 17th, 18th; April 1st, 2d

Newburgh, February 26th, 27th

New York Mills, December 10th, 11th; February 16th, 17th

Oneonta, December 2d, 3d; March 15th, 16th

Patchogue, January 12th, 13th

Red House, September 23d, 24th; March 31st, April 1st

Riverhead, September 15th, 16th

Watertown, November 12th, 13th; March 18th, 19th

White Plains, November 18th, 19th; January 26th, 27th

This year the Bureau of Adult Education will not conduct its annual state-wide

conference. Instead, the Bureau encourages directors of adult education activities to attend two conferences to be conducted in New York State for the first time by national adult education groups. The Adult Education Association of the United States of America will hold its 1953 annual conference in New York City, October 26th–28th, inclusive. This will be preceded by the first annual conference of the National Association of Public School Adult Educators also held in New York City, October 24th and 25th. These two conferences will offer opportunities to directors to exchange ideas on local and national aspects of adult education.

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"Baby Forests" Offered to Schools

The living start of a school forest has been offered free to high schools in New York State by the State College of Forestry at Syracuse. The "baby forest" is a set of ten forest tree seedlings — seven species of evergreens, three of hardwoods. The only charge is $1 to cover packaging and postage. Only schools are eligible.

Invitations must be accepted by November 1st since the sets will be shipped to schools immediately after that date. Delivery will be made this fall so that the collection can be used over the winter as a project in elementary natural science. Ten containers are provided in which to plant little trees for classroom study. The College of Forestry also will supply an illustrated manual on the trees, their identifying characteristic and commercial usefulness.

Each tree in the collection will be different, and will be labeled with name and age for identification. Species to be represented in each collection are sugar maple, American elm, white ash, white spruce, Norway spruce, white pine, red pine, Scotch pine, northern white cedar, and Japanese larch. The collections are available for class or laboratory use only, as attested by the science teacher. The College of Forestry offers the collections and manuals as a service to conservation education. With care, the trees will survive classroom use and may be planted outdoors in the spring, but planting the trees later is not required of a school to qualify for the set of seedling trees.

Last year 309 schools requested 425 collections; many of them have started school forests as a result of the interest stimulated by the "baby forest." These forests make a permanent laboratory of natural science and conservation study and practice, besides providing values in beauty, recreation, soil erosion protection, and, as the trees mature and must be thinned, cash income.